

Mythology

Course Syllabus



Supervising Teacher

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Course Description:

The main goal of this course is for you to see myths as not only a part of the past but also an integral part of everyday modern life and our cultural heritage. Today, allusions to myths are found in ordinary conversations, in songs, sermons, ads, and brand names. You will be very surprised how your knowledge of ancient mythology will enhance your everyday life. Myths are exciting to learn on their own merits, and have the power to help us understand ourselves and how we relate to the larger world around us.

Note: This course is offered under the direction of the English department, but it will be counted on your transcript as *elective credit only!* All students need to be enrolled in their regular grade-specific English class, in addition to this one. Four years of English credit, in addition to elective credit, are required for graduation in the state of Idaho.

You will work an hour per school day in this course in order to earn 1 elective credit.

Recommended Textbook:

MCGRAW-HILL - GLENCOE Mythology and You SE I-DEA TOP PICK MCGRAW-HILL - GLENCOE Mythology and You TE I-DEA TOP PICK All Grades
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Suggested Supplements:

Various internet sources can be very helpful in your research.

Another *great* supplement that is not in our catalog, but that you can order through the internet if you choose to, is a course offered through North Dakota Center for Distance Education (<http://www.dis.dpi.state.nd.us>):

North Dakota, Mythology (H SS 1121 P)

Cost--course is \$39.00 + shipping (Please make sure that you are ordering only the course materials and not the whole course.)

Key to course quizzes and tests, \$50.00 (Because this is not in our catalog, you **will not be reimbursed** for this through IDEA funds!)

End of Course Assessments:

A portfolio covering all the standards is a requirement.

Suggested Portfolio Inclusions:

- Vocabulary Log:** This is the best way to cover **Standard One, Reading Process**. As you read, jot down words that you don't know, and look them up later. You could write a sentence for each new word, using it correctly. This can also include the names of mythological characters that are used today as part of our modern language (and this will come in handy later on an anchor assignment).
- Reading Log, Character Log, and Journal:** Keeping a reading log and journal is a great way to reflect on what you are learning. For the log, you could make a chart with columns for title, date, pages read, hourly commitment, and for the **journal**, you could write things like what you think about the reading so far, a summarization, a letter to a character, what you would do if you were in that situation, a different ending, dialog with the author and/or character, etc.

End of Course Requirements:

(You must decide which option you will choose by the end of the first month at the beginning of the trimester!)

Either a **Final Exam**

This will be a proctored comprehensive test. The multiple choice, and true false test will cover a variety of:

- common myths and their relevancy today
- common allusions (such as "He's a Goliath of a man.")
- anything on the study guide

OR: A Final Essay: A proctored My Access prompt on mythology. A student must get a holistic score of 4 (4/6) in order to pass the essay as their final exam score.

OR: Anchor Assignments:

- (First month in semester) Turn a myth into a play. You will include dialog, action, a beginning, middle, end, and a problem that will be solved. Your play must be at least 3 pages, double spaced, with dialog for at least three people. You might want to act this out with family members, complete with costumes and props, and maybe even film it to show your contact teacher during portfolio conference!

2. (Second month) Write your own origin myth. This must be at least 3 pages, double spaced, using draft process (at least 2 drafts and a final, each with major improvement). This must follow the format for origin myths (see your text for explanation of “**origin myth**” – not “*original*” myth)
3. (Third month) Research how we use myth and mythological characters in modern advertising today. Find and record at least 15 examples. This can be in an essay or just a list of examples with lots of specific details.
4. (Fourth month) Research how we use mythological allusions and characters in modern literary allusions. Find and record at least 15 examples. This can be in an essay or just a list of examples with lots of specific details.

Course Evaluation:

Parents will be responsible for supplying 60% of the final grade.

The final 40% will be based on 1) your portfolio (20%)

which will include one of the following:

- (1.1) completion of the final exam (see study guide) (20%)
- OR: (1.2) your proctored My Access essay on mythology (20%)
- OR: (1.3) your anchor assignments (20%)

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”

Mythology Standards

Standard 1: Vocabulary Development

Students will increase their vocabulary by introducing readings in Greek and Roman mythology.

- Goal 1.1: The students will develop understanding and familiarity with individual myths, stories, and characters while improving vocabulary that will help them with their readings.
 - 1.1.1: Maintain a list of the vocabulary as it is introduced.
 - 1.1.2: Prepare a list of gods and heroes.
 - 1.1.3: Prepare a list of characteristics and symbols each god or hero listed is associated with.
 - 1.1.4: Look up definitions of words listed, as well as those the individual student might need in order to comprehend the material introduced.
 - 1.1.5: Read orally as well as silently. Reading in parts or dramatically is encouraged.
 - 1.1.6: Find ways of using new vocabulary in writing and in speech.
 - 1.1.7: Draw, trace, or cut out pictures or illustrations that express ideas or actions of the myths being studied.

Standard 2: Comprehension/Interpretation Skills

Students will increase their comprehension skills through the use of Greek or Roman mythological readings.

- Goal 2.1: The student will develop and reinforce comprehension skills through the introduction of Greek and Roman myths.
 - 2.1.1: Students will read and discuss myths.
 - 2.1.2: Students will be able to rewrite or vocally retell selected myths in their own words.
 - 2.1.3: Students will be able to explain the message or the repercussions of the myth being discussed.
 - 2.1.4: Students will be able to interpret symbols or expressions in the myth.
 - 2.1.5: Students will read different versions of the same myth.
 - 2.1.6: Students will be able to apply the lesson in the myth to modern life.

Standard 3: Continuity and Recognition

Students will gain realization of continuity in the human race and become more observant of the influence of mythology in the world today.

- Goal 3.1: The student will recognize words, phrases, and expressions where the influence of mythology is present in our modern world.
 - 3.1.1: Students will be observant of modern media and advertising and their influence or identity from mythology.
 - 3.1.2: Students will plan trips around their area to places where mythological symbols are present.
 - 3.1.3: Students may keep a notebook or journal of mythological symbolic sightings.
 - 3.1.4: Students may pinpoint symbols in flags, emblems, country or state seals.
- Goal 3.2: The student will use words and expressions from mythology in their speech and in their writing.

Standard 4: Writing Process

Students will practice writing skills and applications.

- Goal 4.1: The student will acquire expressive writing skills.
 - 4.1.1: The students will write narratives of myths in their own words, putting the ancient myth into modern settings with modern characters and situations.
 - 4.1.2: The students will, in their writing, explore the importance of cause and effect, or the significance of events and sequencing.
 - 4.1.3: The student will write original creative myths.
- Goal 4.2: The student will acquire skills for literary response.
 - 4.2.1: The student will write responses to literature that demonstrate an understanding of the significant ideas of the individual myths studied.
 - 4.2.2: The student will write responses to literature that demonstrates an awareness of story structure in relationship to the whole.